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ABSTRACT

This monograph provides ideas to help school district administrators in Iowa attract qualified special education teachers and related service personnel. A framework is provided for reviewing a district's current recruitment program and creative strategies are shared for improving recruiting efforts. Monograph sections contain: an overview of guide content and suggested use; three worksheets for assessing a recruitment program (elements of successful recruiting, prioritizing areas for improvement, and planning for improvement); discussion of elements of an effective recruiting program (including program organization, development and use of recruiting materials, identification of staff needs, announcement of vacancies, application processing, new staff orientation, and program monitoring and improvement); and resources. These include a 27-citation bibliography and three appendixes: a summary of the results of a survey undertaken to direct the development of this guide, a list of the larger circulation state and regional newspapers that will list teacher vacancies, and a chart displaying information about institutions which train special education personnel. (CB)

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# Recruiting Special Education Personnel for Iowa Schools

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Developed for Iowa Department of Public Instruction, Teacher Education and Certification Division, and Special Education Division

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1986

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RECRUITING SPECIAL EDUCATION PERSONNEL FOR IOWA SCHOOLS

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## PART ONE: RECRUITING SPECIAL EDUCATION PERSONNEL

Finding and hiring the best and brightest candidates in today's educational marketplace can be as frustrating as it is rewarding, as demanding as it is satisfying. The purpose of this booklet is to provide ideas to help district administrators attract qualified special education teachers and related service personnel. This guide is designed to provide a framework for reviewing a district's current recruitment program, to share some creative strategies for improving recruiting efforts, and to assist in developing a plan for enhancing the quality and effectiveness of the district's recruiting efforts.

In a recent survey of Iowa school district superintendents, 74% reported having difficulty attracting an adequate number of applicants for special education positions (see Appendix A). This same problem plagues special education nationally: 95% of the states participating in studies of the National Rural Research and Personnel Preparation Project identified problems recruiting and retaining special education and related services staff members in rural areas (Helge, 1982).

While personnel-related matters often consume some 70% of a typical school budget, few schools devote a proportionate amount of administrative time and energy to recruiting teachers (Renner, 1985). A lesson educators could learn from the business world is that hiring the wrong person can be more expensive in the long run, given the costs of added training and supervision, poor public relations, and lost productivity. For this reason, many businesses are willing to invest considerable effort and expense

to recruit, select and orient replacements.

Recruiting is an expense in terms of both money and time. However, Bolton (1973) suggests schools analyze recruitment programs in terms of cost versus results. Though the initial costs of developing a quality recruitment program may appear high, the more effective recruitment program should produce better long-range results, reducing long-range costs.

A number of factors contribute to current difficulties in recruiting special education staff. Many students, especially women who might formerly have chosen education, are moving into the business world. Demand for teachers is increasing as the babies of "baby boomers" move into our schools. Burn-out is also a factor in the education field. Some observers feel that the current concern for educational reforms, combined with traditionally low pay and prestige are decreasing the number of potentially interested future teachers. In rural settings, lack of urban cultural opportunities often drive staff away more than lack of professional opportunities (Helge, 1982).

These factors make recruiting programs critical to the hiring and retention of well qualified teachers. In turn, school systems will not have quality teachers without recruitment programs which supply adequate numbers of qualified candidates. Only with an ample supply of well-qualified candidates can administrators select and hire quality teachers.

Overview of Content

PART TWO includes a questionnaire for assessing an existing recruiting program and pinpointing areas for improvement.

PART THREE provides resource information for each of eight

elements of a successful recruiting program: organization of the recruiting program, development of recruiting materials, identification of staff needs, announcement of vacancies, creating interest in vacancies, processing applications, welcoming and orienting new staff, and monitoring and modifying recruiting programs.

PART FOUR contains a bibliography of material on recruiting, along with three appendices providing additional resource information. Appendix A presents a summary of the result of a survey of Iowa school district superintendents regarding their special education staff recruiting activities. Appendix B is a listing of selected state and regional newspapers with a circulation of over 50,000 that will list teacher vacancies. Appendix C is a table showing Iowa approved teacher training institutions which prepare students for special education certification.

Using the Guide

To most effectively use this guide, district personnel would perform the following steps:

1. Assess the effectiveness of the existing recruitment program using the questionnaire.
2. Summarize questionnaire results.
3. Prioritize areas for improvement.
4. Gather information about areas the district hopes to improve.
5. Make a plan for improvement.
6. Carryout planned activities.
7. Reassess the effectiveness of the recruiting program.

## PART TWO: ASSESSMENT OF A DISTRICT'S RECRUITMENT PROGRAM

Although a host of variables influence recruiting success, eight elements seem critical in building effective recruiting programs:

1. Organization of the recruiting program.
2. Development and use of recruiting materials.
3. Identification of staff needs.
4. Announcement of vacancies.
5. Creating interest in vacancies.
6. Processing applications.
7. Welcoming and orienting new staff.
8. Monitoring and modifying the recruiting program.

Together, these elements create a strong recruiting program. Weakness in any one element decreases the effectiveness of the entire recruiting program. Reviewing the degree to which a district successfully carries out each element assist in pinpointing areas for improvement.

Worksheet A provides a vehicle for evaluating an existing recruitment effort. Personnel responsible for recruiting in the district could be asked to complete the worksheet. Although the person ultimately responsible for the recruiting program could provide the information, there are other options which would include participation by more district personnel. For instance, a district administrator could:

a. Call a meeting of the people in the district involved in recruiting and jointly complete the worksheet.
b. Make copies and distribute them to people in the district who

are involved in recruiting. Request that each person complete a worksheet and return it. Compile results.

c. Ask each of several groups in your school system (school board, central administrative staff, principals, teachers, non-teaching staff) to complete a worksheet. Each group can decide how it wants to complete the worksheet. One completed worksheet should represent the consensus of each group. Compile results.

d. Create a Recruiting Program Task Force, which will meet for a period of several months to improve the district's recruiting program. Ask the Task Force to jointly complete the worksheet.

Once results are in, Worksheet B can be used to identify areas of the recruiting program that need attention. District staff could study the prioritized list of areas, read the related material in this guide and gather information from other sources. For instance, an administrator could informally talk with other district administrators or Area Education Agency (AEA) staff about successful recruiting techniques, call members of the special education staff at the Department of Public Instruction and discuss recruiting, or speak with members of the collective bargaining unit to gather their suggestions.

After the district has gathered information relevant to the area(s) to improve, the improvement strategy can be planned. Based on the prioritized list of areas for improvement from Worksheet B, Worksheet C can be used to develop plans for improving each priority area.

## WORKSHEET A: Elements of Successful Recruiting

The following list describes elements critical to successful recruiting. Assess recruiting efforts by rating each element and identifying people in the district involved in each.

1. Organization of the recruiting program.

   Are there clear district policies related to recruiting?

   Is the recruiting budget adequate?

   Is a "game plan" available which clarifies the recruiting strategy?

   Have the factors that make a candidate want to teach in our district (i.e., access to resources, membership on a professional team) been pinpointed?

   OUTCOME DESIRED: The outcome of a well organized recruiting program is a recruiting effort that is well conceived and carried out.

   Overall, how well organized is the recruiting program?

   ___ No work needed
   ___ Ok, but could improve
   ___ A better job is needed

   Comments:

   Who in the district is involved in organizing the recruiting program? Put an asterisk beside the title of the person responsible.

   Who in the district is involved in recruiting activities and what role does each individual play?

---

WORKSHEET A: Elements of Successful Recruiting, Continued

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2. Development and use of recruiting materials.

Is an attractive recruiting packet available to applicants?

Does recruiting material answer questions applicants have about the vacant position, the school system and the community?

Are the materials updated frequently?

Do the recruiting materials clearly describe the application and selection process?

OUTCOME DESIRED: Attract the attention of applicants and provide answers to applicant questions and concerns. Is this outcome achieved?

How well have recruiting materials been developed?

___ No work needed
___ Ok, but could improve
___ A better job is needed

Comments:

Who in the district is involved in developing recruiting materials? Put an asterisk beside the title of the person responsible.

---

WORKSHEET A: Elements of Successful Recruiting, Continued

---

3. Identification of staff needs.

Are the number and types of new staff members determined as early as possible?

For each vacancy, is a position guide developed which describes unique aspects of each position and attributes and characteristics needed for success in the position?

OUTCOME DESIRED: A set of explicit criteria which describes what the teacher must do and what characteristics s/he must possess to be a success. Do we currently achieve this outcome?

How well are staff needs identified?

___ No work needed
___ Ok, but could improve
___ A better job is needed

Comments:

Who in the district is involved in identifying staff needs? Put an asterisk beside the title of the person responsible.

---

WORKSHEET A: Elements of Successful Recruiting, Continued

---

4. Announcement of vacancies.

Are the most effective local, regional or national vehicles (i.e., newspapers, newsletters, periodicals, special meetings or conventions, and/or placement offices) used to announce existing vacancies?

Are vacancies announced early enough to reach potential candidates before they are committed to or interested in other vacancies?

Are positions announced clearly enough so candidates can initially screen themselves and only qualified candidates apply?

Are vacancies presented in a manner that attract interest and initiates action on the part of candidates?

OUTCOME DESIRED: Responses from an ample number of apparently qualified applicants. Is this outcome achieved?

How well are existing vacancies announced?

___ No work needed
___ Ok, but could improve
___ A better job is needed

Comments:

Who in the district is involved in announcing existing vacancies? Put an asterisk beside the title of the person responsible.

---

WORKSHEET A: Elements of Successful Recruiting, Continued

---

5. Creating interest in vacancies.

When the supply-demand balance is favorable, schools often do not have to create interest in existing vacancies. But in today's marketplace, many districts use a variety of creative, aggressive moves to increase the probability of having an adequate supply of qualified applicants.

Are college placement offices notified of special education vacancies?

Are student teachers considered as possible candidates for district vacancies?

Does the district seek referrals from College of Education faculty?

OUTCOME DESIRED: Ample supply of well qualified applicants. Is this outcome achieved?

How well is interest created in existing vacancies?

___ No work needed
___ Ok, but could improve
___ A better job is needed

Comments:

Who in the district is involved in creating interest in existing vacancies? Put an asterisk next to the title of the position of the person responsible.

---

WORKSHEET A: Elements of Successful Recruiting, Continued

---

6. Processing applications.

Are applications processed promptly?

Are selection criteria built into the system for processing applications?

Are unqualified applicants withdrawn early, thus lowering costs by preventing unqualified applicants usurping additional time and attention?

Is each qualified applicant given personal attention from the time the application is received until a hiring decision is made?

Is appropriate information gathered about each applicant (telephone people who have written recommendations, talk to people who have seen the applicant teach, visit and observe the teacher teaching, etc.)?

Does the response a qualified applicant receives from the district make a strong positive impression?

Do unqualified candidates, although discouraged from completing the application process, end their contact with the district with a positive feeling about the district?

OUTCOME DESIRED: Qualified candidates complete the application process. Is this outcome achieved?

How well are applications processed?

___ No work needed
___ Ok, but could improve
___ A better job is needed

Comments:

Who in the district is involved in creating interest in existing vacancies? Put an asterisk next to the title of the position of the person responsible.

---

WORKSHEET A: Elements of Successful Recruiting, Continued

---

7. Welcoming and orienting new staff.

Is it recognized that successful recruiting doesn't end with the signing of an employment contract, but that it extends through the initial period of a teacher's work in the district?

Are special welcome and orientation activities provided for new staff members?

As new teachers become part of the district staff, does the focus shift from recruitment to retention of excellent teachers?

OUTCOME DESIRED: New staff members feel comfortable, are given opportunities to share their expertise, and develop strong relationships with others in the district. Is this outcome achieved?

How are new staff welcomed?

___ No work needed
___ Ok, but could improve
___ A better job is needed

Comments:

Who in the district is involved in creating interest in existing vacancies? Put an asterisk next to the title of the position of the person responsible.

---

WORKSHEET A: Elements of Successful Recruiting, Continued

---

8. Monitoring and modifying the recruiting program.

Are the cost and effectiveness of our recruitment program monitored as a means of indicating a need to change and improve the recruitment program?

Is the time individuals invest, the usefulness of recruitment materials, and the feelings of those who participate (district personnel, candidates who are/aren't successful) monitored?

Is it recognized that, although the initial cost of developing a high quality recruiting program may be high, the benefits will be long range, and long term costs manageable?

OUTCOME DESIRED: A program that is continually changing to meet current district needs, changes in the existing pool of potentially interested teachers and changes in education. Is this outcome achieved?

How well is the recruitment program monitored and modified?

___ No work needed
___ Ok, but could improve
___ A better job is needed

Comments:

Who in the district is involved in creating interest in existing vacancies? Put an asterisk next to the title of the position of the person responsible.

---

## WORKSHEET B: Prioritizing Areas for Improvement

---

Review all responses received for Worksheet A.
Total the ratings for each of the eight elements:

| | | |
|---|---|---|
| ___ | No work needed | 25 points |
| ___ | Ok, but could improve | 10 points |
| ___ | Need to do a better job | 0 points |

Enter the total number of points for each element:

| | | |
|---|---|---|
| _____ | 1. | Organization of the recruiting program. |
| _____ | 2. | Development and use of recruiting materials. |
| _____ | 3. | Identification of staff needs. |
| _____ | 4. | Announcement of vacancies. |
| _____ | 5. | Creating interest in vacancies. |
| _____ | 6. | Processing applications. |
| _____ | 7. | Welcoming and orienting new staff. |
| _____ | 8. | Monitoring and modifying the recruiting program. |
| _____ | | Total |

| | |
|---|---|
| 120-200 total points: | Your recruiting program looks good, but you may want to fine tune some aspects. |
| 80-120 total points: | Your recruiting program is alive. You have several areas you might want to improve. Hopefully, this guide will help. |
| less than 80 points: | Your recruiting program needs attention. Several aspects of recruiting need to be developed or modified. Time and attention devoted to developing a strong recruiting program should be quite beneficial for your district. |

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WORKSHEET B: Prioritizing Areas for Improvement, Continued

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Prioritize the three areas which most need improvement. Mark those you plan to improve this year. Next to each area, write the name of the person in your district who will be responsible for planning and carrying out improvement strategies for that area.

| | AREAS OF IMPROVEMENT | PERSON RESPONSIBLE |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |

---

WORKSHEET C: *Planning for Improvement*

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Area of improvement:

Person responsible:

| Proposed changes: | Person responsible: | Target date: | Change achieved? |
|---|---|---|---|

## PART THREE: ELEMENTS OF AN EFFECTIVE RECRUITING PROGRAM

### I. Organization of the Recruiting Program

A well organized recruiting program coordinates recruiting efforts, ties recruiting efforts to other personnel functions, and influences the overall effectiveness of recruiting activities. Included in a well organized recruiting program would be written policies, role definitions, a budget, and an overall strategy.

Written District Policies Related to Recruiting

In the recent Iowa Recruitment Survey, 68% of the respondents reported that their district has written policies dealing with recruitment of personnel (Appendix A). Written district policies reflect how recruitment is viewed by the district and whether the district has carefully planned recruitment efforts. Recruiting policies also outline the extent the district views staff participation in recruiting as appropriate. Policies may also answer other questions. Has the board formally delegated responsibility for recruiting to the administration? What are district policies regarding:

- moonlighting?
- district employees residing within the district?
- employment of relatives, veterans, part-time staff, and rehiring former employees?
- race, national background, age, sex, and mental or physical handicaps of employees?
- a probationary employment period?

- payment of relocation expenses for candidates?
- bonus pay for teaching in certain areas (i.e., buildings, subject areas)?
- filling vacancies above starting levels from internal sources?
- personnel promotions?
- providing training to help teachers perform better in their current positions and/or prepare for advancement?
- leaves of absence?
- recruiting teachers from other organizations?

The Role of District Personnel Involved With Recruiting Activities

The district personnel assigned to manage the recruitment program is in most instances the district superintendent. However other personnel are often given responsibility for recruitment tasks. Some districts use personnel directors, principals, assistant principals, and school board members to supplement the work of the superintendent. In planning the organization of a recruiting program, the roles and responsibilities of all participants should be delineated. Sharing the responsibilities between a larger number of personnel can be beneficial, however, the communication system should be determined and agreed upon to assure proper functioning.

An Adequate Budget for Recruiting Efforts

A recent survey of small schools reported that more than 93% of small districts did not have a budget for teacher recruitment and that many districts spend little money to recruit teachers (Seifert, 1982). Seifert's tongue-in-cheek analysis is that

these data indicate one of two things: "an adequate supply of quality teachers exists and recruitment is not needed, or locating and hiring quality teaching personnel is not beneficial to student learning or a quality education" (p. 11).

Budgeting for recruitment reflects the importance of recruiting efforts and provides a basis for evaluating recruiting effectiveness. Anticipated costs which warrant budgeting are personnel costs (professional and secretarial), materials (advertisements and publications), communication (telephone and mail) and travel. When planning changes in the recruiting program, these areas of costs can be examined to determine if, for instance, newspaper advertising was high in the past, but telephone and material costs were low. Some changes could be made in the recruiting program without necessarily requesting a budget increase.

A District Strategy for Filling Vacancies

Most school districts follow a general procedure for filling vacancies which the administrators have found successful in the past. In Iowa that procedure includes advertising in the Sunday Des Moines Register along with other individual district preferences such as hiring from a particular teacher training institution or hiring only local teachers. To improve the organization of the recruitment procedure it should be determined which of these traditional strategies continue to be viable, then use new recruitment strategies which supplement these.

A Theme or Focus for Recruiting Efforts

School districts can benefit by organizing their recruitment program around a district focus. What are the district's

strengths (i.e., location, working conditions, membership on professional team, salary)? If conditions are such that a major strength is not available, might they turn existing problems into challenges?

Many observers believe appealing to the right factors is essential, and that today's applicants are interested in far more than the salary package a district has to offer. Helge (1982) suggests designing recruitment efforts to appeal to Maslow's higher needs and provides these examples:

| Maslow's need areas: | Characteristics of Rural Communities: |
|---|---|
| Social needs | - friendliness of small communities |
| | - potential for status in small communities |
| Self-esteem needs | - flexible programming to work in one's own interest area |
| | - small enrollments, individual attention to students |
| | - district focus on quality education |
| Self-actualization needs | - administrative support for professional growth and development |
| | - peer support environments |
| | - professional growth opportunities |
| | - self-development opportunities such as proximity to professional libraries or extended universities |

## II. Development and Use of Recruiting Material

If packaging is 80% of marketing the district should consider devoting some serious attention to developing a set of creative recruiting materials (Carnegie, 1936). The development of recruiting material is a particularly productive endeavor for school districts. By tapping existing community or district resources, many types of materials can be produced with very little cost in comparison to other forms of advertising.

Recruiting programs need a variety of materials to meet different needs. These would include materials which catch the attention of potential applicants, provide information to applicants, and explain to applicants why they will want to teach in this district rather than in another.

Candidates are most interested in knowing about the position, district, and community (Kilby, 1985). Information about the position for which they are applying would include student load, structure of special education services, extra responsibilities, certification requirements, degree of mainstreaming, philosophy of the special education program, and/or relationships between regular and special education. Items to include about the district are salary schedule, fringe benefits, promotion policy, composition of the student body and faculty, extracurricular assignments, district philosophy, inservice opportunities, and/or special innovative programs.

Information should also be included about the community in which they would reside. Areas of interest are cultural and recreational opportunities, cost of living, community

organizations, community expectations for personal conduct, cost of housing, and/or opportunities for graduate study.

Material that needs to be especially prominent is that which clarifies application procedures for the applicant, specifies the person s/he should contact, and reassures the applicant that the district is interested in meeting and talking with qualified candidates.

Many districts have found that combining some materials into a Recruitment Packet and distributing these to college placement offices provides an easy way for students to access district employment information. Some districts provide an applicant book which describes the application process, includes calendars and appointment sheets for interview and visitation appointments, and lists tips for applicants.

Types of Recruitment Materials

There are many types of recruiting materials a district could develop. (See pages 25-26 for example materials from three districts.) Cost, production equipment availability, and individual preferences would influence a district's individual choice. Ideas for types of materials to consider include:

1. Brochure. A recruiting brochure can be prepared which briefly describes the district, the advantages of teaching in the district, and the positive features of the community. Information should be included about how to apply or request additional information.
2. District Information Packet or Information Sheets. A set of information sheets can be designed which describe in greater detail aspects of the school district.

3. Position Guides. Position guides can be included which describe vacancies and supplement other recruiting materials.

4. Community Information Packet. A packet of community information can be compiled to provide applicants with a clearer picture of what the area has to offer. Material can be gathered from the Chamber of Commerce and other community organizations.

5. Photo Album/Scrapbook. The district may have a photo album/scrapbook of special school activities. Candidates might find this interesting while waiting for an interview to start, or between visits to district buildings.

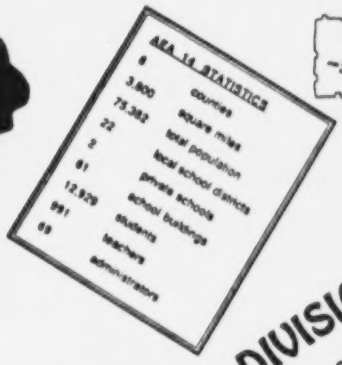
6. Slide/Tape. A 5 to 8 minute slide/tape presentation can be developed which candidates can view prior to an interview or as part of a visit to the district.

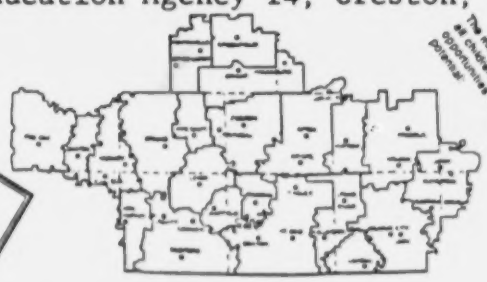
7. District Videotape. A videotape can be prepared of district faculty and students demonstrating aspects of the district program which are especially strong. For example, videotaping might include team teaching, use of aids, parent conferences, IEP meetings, one-to-one or small group instruction, or special field trips. Candidates could view the videotape as part of their visit to the district.

8. Marketing Souvenirs. Some districts have borrowed recruiting tactics from the business world, and provide prospective candidates with pens or bookmarks from the district.

9. Posters. Some districts have developed posters for recruiting offices or employment booths at conferences.

# Recruiting Material, Example 1: Area Education Agency 14, Creston, Iowa



The mission of this Agency is to ensure that all children are granted equal educational opportunities in order to maximize their potential.

GREEN VALLEY
Area Education Agency 14

North Green Valley Road
Creston, Iowa 50801
Phone 515/782-8443

## THE DIVISIONS

### SPECIAL EDUCATION

School Psychological Services personnel are concerned with the emotional, social, intellectual and learning style needs of the young people of Area 14. Special educational services are made available for identification of children in determining eligibility for special education. Screenings are conducted each year for nearly 1,500 children from birth to age 12 as requested each year.

Speech and Language Services provide assistance to children with communication handicaps. Assistance is given in language, voice and articulation. Basic responsibilities include identification, diagnosis, program planning and direct intervention with students. Each school year, nearly 4,000 children are evaluated for speech and language disorders. Screenings are conducted and nearly 1,000 students receive remediation services.

Hearing Conservation and Education provides early identification, medical referral, counseling, hearing rehabilitation and habilitation to children in Area 14 schools and preschools. Classes are offered in hearing programs and specialty clinics. Close to 40,000 hearing screenings are conducted each year. Nearly 3,500 hearing evaluations yearly are completed for school and preschool children. Over 250 children are referred for medical evaluation due to hearing problems each year.

Physical and occupational therapy services are provided by Area 14 as needed to students with a variety of handicapping conditions. Physical therapy services are provided through a referral process. Referrals are made by parents, teachers, physicians and other professionals. Physical therapists are involved in the evaluation of children's motor skills and in planning and implementing programs to meet their needs. Occupational therapy services are provided through a referral process. Referrals are made by parents, teachers, physicians and other professionals. Occupational therapists are involved in the evaluation of children's fine motor skills and in planning and implementing programs to meet their needs. Occupational therapy services are provided to students in school, because fine motor skills are important for learning. Occupational therapists are involved in the evaluation of children's fine motor skills and in planning and implementing programs to meet their needs. Occupational therapy services are provided to students in school, because fine motor skills are important for learning. Occupational therapists are involved in the evaluation of children's fine motor skills and in planning and implementing programs to meet their needs.

Vocational programs provide training for students who are mentally retarded, emotionally disturbed, learning disabled and/or developmentally delayed. Currently, there are 130 students in the Community Based Program, the Experience Based Program serves approximately 30 students.

Visually impaired services are provided to help students with visual disabilities gain skills necessary to succeed in school, because fine motor skills are important for learning. Occupational therapists are involved in the evaluation of children's fine motor skills and in planning and implementing programs to meet their needs. Occupational therapy services are provided to students in school, because fine motor skills are important for learning. Occupational therapists are involved in the evaluation of children's fine motor skills and in planning and implementing programs to meet their needs. There are over 150 students of children with possible visual impairments yearly.

Itinerant preschool teachers provide individualized educational programs for preschoolers from birth to age 3 and other services. Services are carried out in a home based program. Each child's needs are addressed individually. Each child's program is developed with parental participation. Each child's program is developed with parental participation. Each child's program is developed with parental participation

Recruiting Material, Example 2: Ridgewood Public Schools, New Jersey

# TEACHING IN RIDGEWOOD

It's what our modern world requires and what we prepare our students to meet.

**COMPETENCE**

It's why Ridgewood Schools are leaders in New Jersey's public education.

**COMMITMENT**

It's our community's positive response to all who are dedicated to high quality education.

Ridgewood, a cosmopolitan v
20 miles from New York City,
throughout the metropolitan ar
excellent public school system.
proud of our dedicated staff, o
standing student body, and our
community.

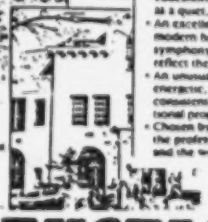
- If you are COMMITTED to
and their highest hopes,
- if you understand that our
complex society demands
COMPETENCE,
- then we CHALLENGE you to
bring your talents to Ridgewood.

## Ridgewood Public Schools offer you:

- academically motivated students
- progressive leadership
- tuition grants for approved study
- a sabbatical leave career development program
- salary credit for approved in-service workshops and travel
- opportunities for summer employment
- liberal fringe benefits
- a professional salary scale (see insert)
- extensive opportunities for staff development

## THE STAFF

- More than 900 professionals are employed by Ridgewood Schools.
- 71% of our staff presently hold masters degrees.
- 45% are on the maximum salary step.
- The Board of Education, administrators, and teaching staff work together to



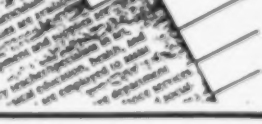
## CAREER TEACHING IN RIDGEWOOD

## THE TOWN

- Population — 26,000
- Located in a wooded section of northwest Bergen County, New Jersey, about twenty miles from the heart of New York City
- Close to extensive cultural, recreational, social, and educational opportunities, yet retains its own character as a quiet, peaceful village
- An excellent shopping area, a first library, a large modern hospital, parks, swimming facilities, symphony orchestra, and many other
reflect the varied interests of its
- An unusual suburban residential
energetic, forward looking
community endorsed
tional program for
- Chosen by people
the professions from
and the world

## THE SCHOOLS AND PROGRAM

- The Ridgewood school district currently has seven elementary schools, two junior high schools, and a senior high school. Total enrollment exceeds 4,500.
- Ridgewood students rank high in educational attainment. They score in the top 4% in national tests. Over 80% continue to higher education. Each year, a large number of our graduates are honored as
- Our high school offers 11 Advanced Placement courses, and our computer
- Both our
program and our
community-
- Special Education programs are
- Professional staff members are encouraged to
- Opportunities
- Summer school teaching and curriculum
- Part-time employment work opportunities are



## EXCELLENCE AT WORK
## RIDGEWOOD SCHOOLS AT WORK

Recruiting Material, Example 3: Bakersfield City Schools, California

Candidates for teaching positions in Bakersfield must have a
least a Bachelor's degree, hold or qualify for a Califor
Teaching Credential, and be able
health and high moral standard

# BAKERSFIELD CITY SCHOOL DISTRICT

## "Where the Child Comes First"

## Occupational Opportunities

- LOCATED IN BAKERSFIELD, CALIFORNIA

115 miles north of Los Angele
130 miles east of Pacific Oce
280 miles south of San Fran
80 miles from National Pa

- POPULATION
Greater Bakersfield 250,000
- ENROLLMENT OF
18,500 Students
- CERTIFICATED STAFF OF
915

**INSTRUCTIONAL OPPORTUNITIES**

- Elementary Classroom Teacher
Grades Kindergarten 6th
- Bilingual Bicultural T
- Junior High S
Grades 7th
Classes

**LIVING ACCOMMODATIONS**

Housing is available near each of our schools.

At the time of school opening rental listings are maintained by the Personnel Office and teachers will be assisted in finding living quarters.

- Annual Salary Increments
- Credits for Outside Experience
- Ten Day Sick Leave Accumulative Without Limit
- Attractive State Teachers Retirement Plan
- Group Hospitalization Medical Plans
- Dental
- Vision
- Prescriptions

**CLASSROOM SUPPORT SERVICES**

Resource Teachers
Bilingual Resource Teachers
Counselors
Art/Music Consultation
Special Education Program Managers
Gifted and Talented Program Manager
Child Welfare & Attendance Personnel
Psychologists
Vision Screener
Audiometrist
Nursing Services

**SPECIAL EDUCATION OPPORTUNITIES**

Gifted and Talented Education
Special Day Classes
Pullout Programs
Special Education
Learning Handicapped
Special Day Classes
Resource Specialist
Communicatively Handicapped
Special Day Classes
Speech Therapy
Physically Handicapped
Special Day Classes
Adaptive Physical Education
Severely Handicapped
Special Day Classes
Infant Development Program
Multiple Handicapped

School District



(Fringe Benefits subject to change due to Collective Bargaining)

## III. Identification of Staff Needs

Successful recruiting programs identify personnel needs in a timely and thorough manner. This is especially important in special education where prior training and certification requirements have to be met for the various staff positions.

### Timing

A goal of many recruiters is to locate qualified candidates before other potential employers do. Time between the deadline for return of teaching contracts by current employees and the recruiting "season" can be short, and must be used wisely.

The April and May recruiting days on college campuses may be too late in the season to be effective, and good candidates are often already committed. A rule of thumb suggested by Renner (1985) is that "small school systems should have hired all its new staff members before these events [college recruiting days] occur" (p. 37).

Small schools have an advantage, as they can often anticipate vacancies before formal resignations are submitted. By preparing vacancy notices and position guides immediately, they are fully prepared as soon as the position actually becomes vacant.

### Position Guides

Describing what an individual must be able to do to successfully fill the position pays big dividends. The position guide provides a basis for vacancy announcements and advertisements, and communicates to applicants the skills needed and characteristics desired. This facilitates self-selection so

unqualified applicants tend not to apply. Position guides help districts determine types of information to collect about each applicant, and provide a way of building selection criteria into the process of reviewing applications.

Bolton (1973) suggests position guides which list specific characteristics in response to the question "What must the individual do and what characteristics must he [she] possess to be a success?" (p. 73).

Types of Information to Include in Position Guides

A. General Nature of the Position
    1. Broad goals of the district
    2. Organizational structure of the district, and of the particular building where the vacancy exists
    3. Working conditions
    4. General expectations of the teacher:
        a. In the classroom
        b. In relationships with other staff members and administrators
        c. In relationships with students, parents and the community

B. Dynamic Features of the Position
    1. What is likely to be more important at the beginning of the assignment?
    2. What aspects of the assignment are likely to change?
    3. How will the position be affected by other people?
    4. What is the nature of the students?
    5. How will the community influence this position?

C. Teacher Behaviors/Skills

1. Required

   a. In the classroom

   b. In relation to supervisors

   c. In relationships with others in the district and the Area Education Agency (AEA)

   d. In relationships outside the school system

2. Desired

   a. In the classroom

   b. In relationship to supervisors

   c. In relationships with others in the district and AEA

   d. In relationships outside the school system

D. Teacher Characteristics Sought

1. Aptitudes

2. Social

3. Interests

E. Desired Preparation and Experience

1. College preparation

2. Certification

3. Teaching experience

F. Compensation

1. Number of days in contract

2. Salary

3. Fringe benefits

## IV. Announcement of Vacancies

Districts which successfully announce vacancies receive responses from an ample number of apparently qualified applicants. Their announcements:

* first reach the pool of apparently qualified applicants.
* then, capture the attention and interest of individual applicants enough to motivate them to contact the district.

### Reaching Qualified Applicants

District personnel can reach new graduates through college and university based vehicles such as placement offices, campus newspapers, or department newsletters. College Career Day or other special campus events can also be used as a vehicle to make contact with teacher candidates.

Advertisements can be placed in publications which are read by the people the district is trying to reach (see Appendix B). Local and regional newspapers, professional newsletters, journals or magazines can be used effectively to advertise a vacancy.

Vacancies can also be announced through meetings, both verbally and with printed materials. For instance, meetings held by professional organizations locally, statewide, regionally, or nationally, along with meetings conducted by Department of Public Instruction or the Area Education Agency.

Professional networks can be used to announce an opening. SpecialNet, a nationwide computer network of National Association of State Directors of Special Education (NASDSE),

has an EMPLOYMENT bulletin board which lists employment opportunities. A companion bulletin board, CAREER.CONNECTION, has recently been established which lists candidates seeking special education positions. Any district, Area Education Agency, or college with access to SpecialNet can post vacancy announcements, read posted announcements or identify possible candidates on either of these two electronic bulletin board.

The American Council on Rural Special Education (ACRES) is another national network which provides assistance in matching special education personnel with vacancies. The ACRES Rural Job Referral Service provides a network for rural districts attempting to locate special education teachers. For a small fee, an agency subscriber receives a computerized listing of qualified applicants interested in a particular geographic area. Bi-monthly Updates keep subscribers informed of new applicants in the ACRES Rural Job Bank.

Along with systems which announce vacancies to a larger geographic area, a district should be sure they are informing local teachers what position vacancies are available. Teachers can apply themselves and also encourage their qualified and interested colleagues to apply.

Attracting the Attention of Potential Applicants

For an advertisement to attract the interest of potential applicants, it should clearly state the specific position available and the features that make teaching in this district irresistible.

The art of announcing vacancies lies in achieving a balance between giving potential applicants as much information as

possible about the vacancy, so applicants can self-screen, and yet not overwhelming potential applicants by including so much information that they do not finish reading the ad. Applicants need to know what types of handicapping conditions s/he will be teaching (e.g., behaviorally disordered, learning disabled) and the structure of the program in which they will be teaching (e.g., self-contained, resource classroom, homebound).

It can also be beneficial to include any features which make teaching in a district "irresistible". By examining the characteristics of the district and identifying the two or three factors which are seen as the district's greatest assets, the announcements can be built around those strengths. The district may have:

- a tremendous geographic location (or proximity to one)
- strong community support for the schools
- a reputation for adopting innovative programs
- a high starting salary
- a salary schedule with large increments
- a spectacular fringe benefits package
- a history of passing bond issues/tax elections
- low personnel turnover (an indication of satisfaction)
- easy access to graduate work at a college or university
- cultural advantages or opportunities
- outstanding professional teamwork among teachers
- opportunities for increasing personal

responsibility or advancement

- high student performance scores
- a management approach which involves teachers in making decisions which affect them
- a community of which people want to be a part
- a low cost of living in a community
- opportunities for teachers to create and try new programs
- teacher autonomy

Helge & Marrs (1982) and Seifert & Simone (1980) suggest several unique resources rural schools can offer candidates, among them:

- "community spirit"
- absence of bureaucratic barriers
- sense of community and family interdependence with the school
- right size to give personal attention
- slower pace of living
- smaller class size
- raising children in a more controlled environment

If it seems impossible to identify any real strengths of the program, a district could turn some problems into assets by offering applicants a "challenge". This "Peace Corps" approach is designed to touch the leadership of potential applicants.

Designing Advertisements

After identifying the audience, and the message to be conveyed, district personnel are encouraged to design and use the best possible advertisement the district can afford. The

following suggestions are given for success in advertising:

1. Develop a theme. Try developing a recruitment theme that can be carried over from ads to brochures to interviews. Create a graphic or written message that can be used again and again.
2. Use a strong headline. Don't just list a job title. Use the headline to sell the position or make the district distinctive.
3. Use graphics carefully. Use graphics that convey the message or image. Avoid confusing or misleading graphics. No graphics are better than bad graphics, but good graphics can make a big difference.
4. Be specific. Know the type of applicant the district is seeking and say so.
5. Sell the candidate. Pinpoint the benefits of teaching in the district. Explain why a teacher would pick this district over others. Don't explain what the district does, explain what it can do for the candidate.
6. Help the candidate identify herself/himself. Specify education, experience, personal and professional qualities being sought. Unqualified applications are a waste of time and effort for district personnel and the applicant.
7. Use ad space economically. Usually, space is the greatest cost of advertising. Don't run an item in the classified ads if a boxed ad will work better. Make sure the copy, graphics and size of the ad work together. Avoid cramped or empty ads.
8. Use legible typefaces. An applicant must be able to easily

and effortlessly read both headlines and details in the ad.

9. Select advertising media carefully. Know the potential applicants and what they read. Find out the demographics of the publications in which the district plans to advertise. Don't advertise in a particular publication just because everyone else does. (See Appendix B)
10. Take a final review. When a potential applicant reads the ad a district representative will not be there to explain anything. The ad must stand by itself. Once developed, let it sit a few days and then reread it with a critical eye. Ask others to take a look, and consider their suggestions.
11. Use the advertising budget wisely. Compute the cost-per-hundred of potential candidates reached by different publications. Choose those with the best cost effectiveness.

EXAMPLE RECRUITING ADVERTISEMENTS

Promoting Team Atmosphere:

```
* AEA 14 - We Love Iowa *
*   Become Part of our  *
* Special Education Team *
Need for 1986-87:
B.D., K-8, 9-12
L.D., 9-12
MD/LD/BD, 9-12
Preschool Handicapped
Audiologist
Contact: Name, Address, Phone
```

Targeting Experienced Teachers, Challenging Environment:

```
Looking for Career Teachers
  Ridgewood Public Schools
     Excellence at Work
Enthusiastic, positive teaching
professional sought in the
following areas:
Severe/Profound, K-8
Speech Clinician
L.D., Resource Room
Contact: Name, Address, Phone
```

Targeting Newer Teachers, Supportive Environment:

```
Bakersfield City School Dist.
"Where the Child Comes First"
Large K-8 program offers numerous
opportunities for new & experienced
teachers.  We provide a supportive
environment, assistance with
housing, classroom support &
opportunities for advanced studies.
Contact: Name, Address, Phone, EEO
```

## V. Creating Interest in Vacancies

In today's marketplace the supply-demand balance often favors teaching applicants rather than school districts. Consequently, districts are developing a host of creative strategies for persuading qualified candidates to apply. While placing an advertisement and waiting for applications may have worked at one time, that strategy alone is no longer viable. Instead, a school district needs to develop some proactive steps to generate interest in teaching in their particular district by working with teacher training institutions and the larger educational community. Although travel and telephone costs could be a deterrent for following some of the suggestions below, the case can be made that money could be saved by establishing these relationships and shortening the length of the recruiting effort for a particular vacancy.

### Using College Placement Offices

Most prospective candidates for special education positions will be coming from teacher training institutions. Establishing a personal relationship with the placement directors at these colleges and universities can be very productive for soliciting applicants. (Appendix C lists Iowa teacher training institutions which graduate special education personnel.)

College placement offices deal with recruiters from many school districts. A school district can maximize the benefits of using college placement offices by making sure college placement officers know the individual recruiting, their district, and their needs. This can be facilitated by visiting

the placement office, updating the placement officer about previous graduates of his/her institution hired by the district, sharing updated materials about the district, and discussing vacancies which currently exist and areas of anticipated future needs. In building any relationship, on-going contact is essential. This can be accomplished by having the same person from the district visit the educational placement staff from the college at least annually, with follow-up contacts by letter or telephone.

When the district is ready to fill current vacancies, this information should be provided to the placement offices as soon as possible, sharing the position guides with the placement officer, and discussing any unique characteristics being sought. The placement staff may be able to recommend three or four candidates s/he feels would work well in the district. District staff can then review their credentials and contact with the candidates.

Using the College of Education

It can often be productive to contact special education faculty members at a nearby college or university and share with them the vacancy information. They may be able to recommend several students who would fit the vacancy requirements and might be interested in living in the community. The placement office can then be contacted for the credentials of these students.

The district could also offer to sponsor a day-long school district visitation for prospective teachers. As part of a course, the college may be interested in giving students a first

hand view of a school district in action. A day's activities could be arranged which gives students an opportunity to see the strengths of the district, and meet some of the best teachers and administrators.

To further strengthen the relationship between the district and College of Education faculty, curriculum materials could be provided to colleges and universities for use in curriculum classes. This is particularly beneficial if the district has quality locally developed materials. If the district has devised an especially effective way of using existing commercial materials, the approach could be shared with curriculum class instructors.

If the district is not already involved, the district may want to be be included in placement options for student teachers. This might involve creating some incentives for student teachers, ranging from a place to live to opportunities to be involved in some activities in which student teachers may not always get to participate (e.g., district committees, visitation programs).

The school and district personnel can maximize contacts with the student teachers by making every effort to guarantee that each student teacher's experience is a positive one. When a student teacher does an outstanding job, a letter of commendation could be sent from the superintendent.

Participation with any professional organizations on campus or within Colleges of Education can also improve the visibility of the district's program. Teachers or administrators from the district could offer to speak at organizational meetings to

share innovative programs, teaching experiences or other topics of interest.

Using District Resources

Interest in special education vacancies can be generated locally by using established communication channels. District staff members could be encouraged to provide names of prospective candidates to the administration. Neighboring districts may cooperate in an exchange of surplus applicants.

Offering Incentives for Candidates

By working with the school board, collective bargaining unit and community leaders, additional incentives could be found to attract candidates. The following is a list of incentives a district may be able to offer:

1. Paying expenses of applicants to visit the district.
2. Helping prospective teachers locate housing.
3. Offering a low-interest moving loan to new teachers.
4. Helping prospective teachers' spouses find employment in the community.
5. Paying tuition costs for teachers to return to college to gain additional certification.
6. Paying the cost of a teacher earning a masters degree. In turn, the teacher commits to teaching in the district for a designated number of years after completing the degree.
7. Selecting outstanding high school seniors interested in teaching. Offer scholarships contingent upon the students committing to return to teach in the district for a specified number of years.
8. Providing less expensive housing for teachers (possibly

through a vocational education building project or property individuals or businesses in the community can provide at low cost).

9. Offering opportunities for summer employment for teachers.
10. Developing an incentive pay plan which rewards teachers for outstanding attendance, outstanding educational progress or professional growth.
11. Devising an incentive plan for teaching in critical shortage areas, high priority locations, or unique assignments.

## VI. Processing Applications

### Contact with Candidates

The manner in which the district responds to applicants influences the applicant's opinion of the district. Prompt, personal responses communicate a message that the district is indeed interested, while slow, form-letter responses communicate quite a different message.

The goal of recruiting is to locate qualified candidates and arrange a contract agreement between them and the district. Whether or not this occurs depends to a great extent upon the manner in which a candidate is treated between initial contact with the district and completion of the selection process.

Initial contact with an applicant may involve a telephone call, a letter, or a visit, initiated by the candidate or the district. A successful recruiting system is geared to respond to each of these possibilities.

### Establishing Good Public Relations with Candidates

The school district can establish a positive relationship with candidates by following good public relations procedures. This would include making sure that district staff who comes in contact with the candidate know and use his/her name, and making promptness an integral part of the application process when responding to letters, starting appointments on time, and providing requested information or material.

District personnel should be encouraged to help reduce applicant anxieties that often accompany seeking employment and to help each candidate see himself/herself working in the

district. Contacts with each candidate can be made in a personalized manner, rather than any way that makes the candidate feel like one of many applicants. Since secretaries are often first to meet candidates, they should be encouraged to represent the district in a professional, friendly manner.

Using the Telephone To Advantage

Telephone contacts can greatly facilitate the hiring and screening process. The list below offers several ways district personnel can use the telephone to improve the recruiting process:

1. Calling candidates who have made it through a preliminary screening. Discussing the vacancy and telling them about the school district. Candidates are usually pleased with the attention, and it sends a message that the district is small enough to be personal.
2. Calling individuals who have written teacher recommendations, asking specific questions about the candidate in relation to the particular vacancy. An administrator may find him or herself sharing Renner's (1985) observation, "I can't tell you how often I have read a candidate's letter of recommendation, made a follow-up call, and then wondered if the letter writer and I were talking about the same person."
3. Calling faculty members who have taught the student. The position guide can be used as a basis for learning more about the candidate's abilities.
4. Calling people who have actually seen the candidate teach. One problem with most recruiting/selection programs is that

school district personnel seldom have an opportunity to actually see candidates teach. The next best thing, often, is to talk to people who have. For instance, the candidate's student teaching faculty supervisor could be called, or the classroom teacher or principal of the school in which the candidate student taught.

Watching the Candidate Teach

A practice worth considering is actually watching the candidate teach, before making the final selection. Although this may sound impractical, a West Chicago district finds this the best way to check the quality of candidates. After interviews, district representatives visit candidates who are teaching or student teaching and watch them work for three or four hours. A principal, department chairman, or central office administrator might make the observation. The representative evaluates the candidate using the same evaluation system used for teachers in the recruiting district. The district has found that "few things we do attract candidates to our school system more than these visits and observations. Invariably, candidates are impressed with our thoroughness, as are the teachers and administrators in the schools we visit. In fact, it's not unusual for us to receive job applications out of the blue from teachers who've seen us observing a colleague." (Renner, 1985)

When direct observation is not possible, the candidate may be able to provide a videotape of his/her teaching. Many colleges now use videotapes to help evaluate student teaching.

Another method to view the candidate interacting directly with students would be to set up a classroom situation during

the application process. The candidate could make an observation of the classroom, interview two or three students from the classroom, or help students complete a class project or assignment.

Involving Others in the District and Community

After the initial screening, recruiting personnel may want to involve more individuals from the district or community. This procedure can give the candidate a sense of district/community teamwork. Ways this could be facilitated would be pairing each candidate with a "master teacher" in the district, or involving a teacher who is a graduate of the candidate's college. The teacher could serve as an additional contact for answering questions, or helping the candidate complete the next phase of the application process.

Community representatives can assist by introducing the candidate to the community and providing an example of community/school cooperation in the district.

## VII. Welcoming and Orienting New Staff

It may seem that the recruiting effort ends when the candidate signs an employment contract. In districts with successful recruiting programs, recruiting efforts extend to providing a warm welcome to new staff and orienting them to the particular characteristics of the district. Some recruiting efforts can be continued after the contract is signed, reassuring the new staff member that s/he has indeed made the best possible choice by joining the district staff.

A recent article in Phi Delta Kappan suggested some aspects of employment most important to beginning teachers. "Beginning teachers strongly desire interactions with colleagues, the support of their principals, teaching assignments that are consistent with their competencies, a stable work environment, and access to the tools of their trade." (McLaughlin, Pfeifer, Swanson-Owens, & Yee, 1986, p. 424)

In addition to back-to-school meetings for staff traditionally held in the fall, some districts provide special welcoming and orientation activities for new staff. Here are some ideas tried by others:

1. Holding special functions at which new staff have a chance to meet school board members, district administrators, AEA personnel, special education teachers, and teachers in the building where s/he will teach.
2. Seeing that new staff members are appointed to positions on existing committees in the district.

3. Pairing each new staff member with an experienced teacher in the district. Encourage the two to get together periodically.
4. Holding periodic "how are things going" sharing sessions for new staff, principals, and central office staff.
5. Arranging for the person primarily responsible for recruiting the teacher meet with him/her one month after school starts (and again about half way through the school year) to talk about aspects of the position the new teacher particularly likes, to assess the recruiting program, and to make recommendations for improving recruiting activities.
6. Providing avenues for new staff to become involved in community organizations and activities.
7. Encouraging local business and civic groups to welcome new teachers.
8. Contacting the welcome wagon program in your community.

## VIII. Monitoring and Modifying the Recruiting Program

To protect the time and money invested in developing the district's recruiting program, it is wise to monitor the effects of the changes. If problems surface, further changes may need to be performed to help the system function smoothly or new elements added to improve the recruiting program.

Deciding which kinds of changes to make is easiest if you have adequate information. The basic information needed to monitor a recruiting program is in regard to cost and effectiveness.

Cost figures to monitor include:

1. Travel to placement offices, to observe candidates' teaching, to conferences or meetings, and to interviews.
2. Materials such as printing and/or supplies.
3. Communication which would include verbal or written correspondence and/or ads.

By monitoring overall recruiting costs and comparing the figures with the effectiveness of the various strategies, data can be generated which indicates how best to spend recruitment dollars. (See example monitoring forms on pages 51-52.)

Effectiveness measures include:

1. "Bottom line" effectiveness. Did the district get the personnel needed?
2. "Process" effectiveness. Did this happen in an effective way?

Data can be kept pertaining to the number of ads placed and the media used for the ads; number of contacts with placement

offices; the number of applicants solicited by phone, by college or university, by state, by position vacancy. Process effectiveness may also include the number of applicants interviewed, hired and rejected at each step of the selection process.

Time management is another component of process effectiveness which needs to be addressed. The time elapsed from initial contact to final selection or rejection of each candidate, from initiating the recruiting process to completion of all hiring, and from each step in the selection process to the next step for each applicant should be reviewed.

Materials play a part in effectiveness. Questions which help answer materials' effectiveness may include: What types of materials were used? What kind of feedback was received about the materials? What questions did candidates ask which were not addressed in existing materials? What reasons were given for rejection?

The opinions/feelings of people involved in recruiting should also be considered. Successful and unsuccessful candidates, administrators and staff, secretarial personnel, and individuals from the community could provide valuable data.

Modifying the Recruiting Program

To modify the recruiting program, information on cost and effectiveness should be reviewed. Areas needing attention can be pinpointed and plans can be developed for improving the recruiting program in the designated areas.

It is a worthwhile habit to continually assess the effectiveness of your recruiting program and build on-going

monitoring into the system itself. Continual evaluation provides information you can use for continually upgrading your recruiting program.

EXAMPLE RECRUITMENT COST MONITORING FORM

| EXPENSE CATEGORY | BUDGET | EXPENSE TO DATE |
|---|---|---|
| Personnel (list): | | |
| Administrator | | |
| Clerical | | |
| Travel to: | | |
| Placement Offices | | |
| Departments of Education | | |
| Interviews in other cities | | |
| Development and Printing of Recruitment Materials | | |
| Advertising in: | | |
| Newspapers | | |
| SpecialNet | | |
| Rural Job Bank | | |
| Telephone to: | | |
| Candidates | | |
| References | | |
| Colleges/Contacts | | |
| Postage | | |

EXAMPLE RECRUITMENT EFFECTIVENESS MONITORING FORM

Position _____

School/facility _____

Supervisor _____

Date _____ · Position Guide Available? Yes (attach) _____ No _____

| ACTION | Date | Number of Applications | Number of Interviews |
|---|---|---|---|
| Announcement developed | _____ | | |
| Announcement posted internally | _____ | _____ | _____ |
| Contacts made with College Placement Offices | _____ | _____ | _____ |
| Contacts made with at least two Colleges of Education | _____ | _____ | _____ |
| Advertisements placed in one newspaper | _____ | _____ | _____ |
| Advertisements placed in two additional sources, i.e, SpecialNet, regional newspaper, Special Education newsletter | _____ | _____ | _____ |
| Other districts contacted for surplus applicants in for this type of position | _____ | _____ | _____ |
| Additional Actions: | | | |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Person Hired _____ Date _____

Which of the above ACTION steps initially attracted this candidate?

_____

Any feedback from the hired candidate regarding the strengths or weaknesses of the recruiting process? _____

_____

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APPENDIX A

Iowa Recruitment Survey Results

The Iowa Recruitment Survey was designed to provide information to help direct the development of this recruitment guide. Information was needed regarding who in the district is involved in recruiting, the common methods of recruiting staff, the degree of difficulty the district has experienced in recruiting qualified staff, and what special education positions have traditionally been most difficult to fill.

In October, 1985, surveys were sent to 173 Iowa school district superintendents. This number represents a sampling of 40% of Iowa's 438 school districts. All districts with an enrollment of over two thousand were included, along with one-third of the smaller districts. Of the 173 mailed surveys, 123 contained adequate, usable information. (Percentage distributions are listed on the survey form, pages 50-51).

The survey results demonstrate variation and individuality among the districts across the state. Some trends and needs were identified which this guide has been designed to address.

Who is Responsible for Recruiting Tasks?

In the majority of responding school districts, the superintendent was responsible for most aspects of recruiting new staff. 66% of the returned surveys listed the

superintendent as the person responsible for conducting the recruitment program. Principals, and in larger districts, personnel directors were identified as having responsibility or involvement in many recruiting tasks.

What Recruiting Techniques are Normally Used by Districts?

Of nine recruitment practices listed in Part B of the survey, three were indicated as part of the normal recruitment procedure of the majority of the districts. These include advertising in local papers and regional papers, and distributing job announcements to local colleges. When presented with a special education position which is more difficult to fill, districts will seek students from out-of-state colleges or from the ranks of the district's student teachers.

How Much Difficulty are Districts Having?

Regarding the degree of difficulty in attracting applicants for special education positions, on a scale of 1 to 5, with 1 indicating "no difficulty" and 5 indicating "considerable difficulty," 74% gave a response of 3 or higher. When asked the degree of difficulty attracting qualified/properly certified applicants, the percentage increases 3 points to 77% with a response of 3 or greater. 27% of the districts reported having considerable difficulty attracting certified personnel.

Which Special Education Staff Positions are the Most Difficult to Fill?

When asked to indicate which special education staff positions were the most difficult to fill with appropriate

staff, the most popular response was multi-disabilities resource teacher. This is not surprising, since graduates with an educational background in more than one area are in higher demand. Multi-disabilities resource teachers in Iowa are required to have two approval areas with one at the graduate level. Other recruitment problem areas were behavioral disabilities, learning disabilities, mental disabilities, and early childhood special education.

What Trends Can We See Based on These Results?

Some small schools are having a difficult time with recruitment. Yet large districts are also experiencing difficulties. Responses to the survey reveal that most schools are following a limited procedure for locating candidates, primarily relying on advertisements in the Sunday Des Moines Register. For some staff positions in some areas of the state, this has proven adequate in the past. However, with the changing teacher market place, other methods of recruiting staff need to be developed and made a regular part of the recruiting process for schools.

Name and Title of Respondent (optional): _____

School District: _____ Name of Superintendent: _____

City: _____ Zip Code: _____ Estimated district enrollment: _____

Does your district have written policies dealing with recruitment of personnel? Yes 68% No 32%

* * * * * * * * * * * * * * * * *

A. Responsibility for Recruitment Tasks

Please indicate all individuals who are usually involved with particular recruitment tasks by checking one or more of the boxes below.

| Who: | Superintendent | Asst. Superintendent | Special Ed. Director | Personnel Director | Principal | Asst. Principal | Teacher(s) | School Brd. Member(s) |
|---|---|---|---|---|---|---|---|---|
| 1. sends notification of vacancies | 76% | 12 | 2 | 10 | 18 | - | - | - |
| 2. develops recruitment brochure or other materials | 63% | 11 | 2 | 10 | 24 | 2 | 2 | 2 |
| 3. plans recruitment program | 64% | 11 | 5 | 10 | 29 | 2 | - | 2 |
| 4. conducts recruitment program | 66% | 11 | 6 | 11 | 34 | 3 | 1 | 1 |
| 5. makes contact with college placement offices | 75% | 13 | 6 | 11 | 29 | - | - | - |
| 6. makes informal personal contact with potential candidates | 63% | 11 | 11 | 10 | 53 | 5 | 3 | 2 |
| 7. other _____ | | | | | | | | |

N=123 Numbers reported represent percentages.

B. Recruitment Practices

Please indicate whether your school district uses any of the following recruitment practices as part of the regular procedure (normally), for positions that are most difficult to fill (seldom), or never.

| Does your district: | Normally | Seldom | Never |
|---|---|---|---|
| 1. advertise in local papers | 57% | 30% | 13% |
| 2. advertise in regional papers | 88% | 10% | 2% |
| 3. distribute job announcements to local colleges | 71% | 27% | 3% |
| 4. distribute job announcements to out-of-state colleges | 33% | 43% | 17% |
| 5. distribute school/community brochures to college placement offices | 15% | 35% | 50% |
| 6. send school personnel to colleges for recruitment activities | 15% | 43% | 42% |
| 7. actively seek student teachers as potential recruits | 23% | 58% | 19% |
| 8. use professional networks for referrals of special personnel | 13% | 40% | 47% |
| 9. offer monetary incentives or bonuses for recruited personnel (amount $____ ) | 2% | 6% | 92% |
| 10. other _____ | | | |

C. Please answer the following questions by placing a check mark indicating the degree of difficulty in attracting applicants for special education teachers and related services positions (e.g., resource room teacher, OT, PT, speech therapist, school psychologist, audiologist).

| | No Difficulty 1 | 2 | 3 | 4 | Considerable Difficulty 5 |
|---|---|---|---|---|---|
| 1. Is your district having difficulty attracting an adequate number of applicants for positions available in special education teaching and services? | 9% ( ) | 17% ( ) | 31% ( ) | 26% ( ) | 17% ( ) |
| 2. Are you having difficulty attracting qualified/properly certified applicants for special education positions? | 8% ( ) | 16% ( ) | 24% ( ) | 24% ( ) | 27% ( ) |

D. What method of recruitment seems most productive for your school district when looking for special education teachers, school psychologists, and related services staff? _____

E. What special education staff positions are traditionally the most difficult for you to fill with appropriate personnel? _____

F. Additional comments: _____

Thank you for your assistance in completing and returning this survey in the envelop provided.

Linda Espey or Peggy Cvach
Mountain Plains Regional Resource Center
Drake University
Des Moines, Iowa 50311
515/271-3936

APPENDIX B

SELECTED STATE AND REGIONAL NEWSPAPERS

IOWA

CEDAR RAPIDS
Cedar Rapids Gazette
500 3rd Avenue, S.E.
Cedar Rapids, Iowa 52401
Phone: 319/ 398-8211
Sunday Circulation: 79,171

DAVENPORT
Quad-City Times
124 E. 2nd Street
P.O. Box 3828
Davenport, Iowa 52808
Phone: 319/ 383-2200
Sunday Circulation: 85,175

DES MOINES
Des Moines Register
715 Locust Street
Des Moines, Iowa 50304
Phone: 515/ 284-8000
Sunday Circulation: 384,846

SIOUX CITY
Sioux City Journal
6th and Pavonia Streets
Sioux City, Iowa
Phone: 712/ 279-5018
Sunday Circulation: 55,408

WATERLOO
Waterloo Currier
501 Commercial Street
Waterloo, Iowa 50704
Phone: 319/ 291-1400
Sunday Circulation: 54,326

NEBRASKA

OMAHA
Omaha World-Herald
World Herald Square
Omaha, Nebraska 68102
Phone: 402/ 444-1000
Sunday Circulation: 282,072

KANSAS

TOPEKA
Topeka Capital-Journal
6th and Jefferson Streets
Topeka, Kansas 66607
Phone: 913/ 295-1111
Sunday Circulation: 75,880

WICHITA
Wichita Eagle-Beacon
825 East Douglas Avenue, Box 820
Wichita, Kansas 67201
Phone: 316/ 268-6000
Sunday Circulation: 188,238

MINNESOTA

DULUTH
News Tribune and Herald
424 West 1st Street
Duluth, Minnesota 55801
Phone: 218/ 723-5281
Sunday Circulation: 82,910

MINNEAPOLIS
Minneapolis Star and Tribune
425 Portland Avenue
Minneapolis, Minnesota 55488
Phone: 612/ 372-4141
Sunday Circulation: 590,985

MISSOURI

KANSAS CITY
Kansas City Star
1729 Grand Avenue
Kansas City, Missouri 64108
Phone: 816/ 234-4141
Sunday Circulation: 397,655

ST. LOUIS
St. Louis Post-Dispatch
900 North Tucker Boulevard
St. Louis, Missouri 63101
Phone: 314/ 622-7000
Sunday Circulation: 479,075

## APPENDIX C

## Special Education Personnel Training Institutions

| | BEHAVIORAL DISORDERS Approval 80 | MENTAL DISABILITIES Approval 81 | LEARNING DISABILITIES Approval 97 | K-12 SPECIAL EDUCATION Endorsement 35 | MULTI-DISABILITIES RESOURCE Approval 106 | PHYSICAL DISABILITIES Approval 84 | PRESCHOOL HANDICAPPED Endorsement 9 | SEVERELY/PROFOUNDLY HANDICAPPED Endorsement 59 | AUDIOLOGIST Endorsement 36 | SPEECH AND LANGUAGE CLINICIAN Endorsement 37 | SCHOOL PSYCHOLOGIST Endorsement 40 | SUPERVISOR OF SPECIAL EDUCATION Endorsement 46 | PHYSICAL THERAPY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BUENA VISTA COLLEGE<br>Storm Lake, Iowa 50588<br>Department of Education Contact Person:<br>Dr. Stanley Bochtler (712/ 749-2113)<br>Special Education Contact Person:<br>Dr. Mike Self (712/ 749-2241)<br>Placement Office: 712/ 749-2165 | X | - | - | X | - | - | - | - | - | - | - | - | - |
| CENTRAL COLLEGE<br>Pella, Iowa 50219<br>Department of Education Contact Person:<br>Dr. John A. Beineke (515/ 628-5217)<br>Special Education Contact Person:<br>Dr. Rex Shahriari (515/ 628-4151)<br>Placement Office: 515/ 628-4151 | - | X | - | - | - | - | - | - | - | - | - | - | - |
| CLARKE COLLEGE<br>1550 Clarke Drive<br>Dubuque, Iowa 52001<br>Department of Education Contact Person:<br>Sr. Mary Angela Buser, B.V.M. (319/ 588-6309)<br>Special Education Contact Person:<br>Sr. Mary Angela Buser, B.V.M. (319/ 588-6309)<br>Placement Office: 319/ 588-6300 | - | X | X | - | - | - | - | - | - | - | - | - | - |
| DORDT COLLEGE<br>498 Fourth Avenue, N.E.<br>Sioux Center, Iowa 51250<br>Department of Education Contact Person:<br>Dr. Marian J. Vander Ark (712/ 722-3771)<br>Special Education Contact Person:<br>Dr. Rick Eigenbrood (712/ 722-3771)<br>Placement Office: 712/ 722-3771 | - | X | - | - | - | - | - | - | - | - | - | - | - |
| DRAKE UNIVERSITY<br>25th and University<br>Des Moines, Iowa 50311<br>Department of Education Contact Person:<br>Dr. James Halvorsen (515/ 271-3726)<br>Special Education Contact Person:<br>Dr. Mary Davis (515/ 271-3726)<br>Placement Office: 515/ 271-3721 | X | X | X | X | - | - | - | - | - | - | X | - | - |

## Special Education Personnel Training Institutions, Continued

| | BEHAVIORAL DISORDERS Approval 80 | MENTAL DISABILITIES Approval 81 | LEARNING DISABILITIES Approval 97 | K-12 SPECIAL EDUCATION Endorsement 35 | MULTI-DISABILITIES RESOURCE Approval 106 | PHYSICAL DISABILITIES Approval 84 | PRESCHOOL HANDICAPPED Endorsement 9 | SEVERELY/PROFOUNDLY HANDICAPPED Endorsement 59 | AUDIOLOGIST Endorsement 36 | SPEECH AND LANGUAGE CLINICIAN Endorsement 37 | SCHOOL PSYCHOLOGIST Endorsement 40 | SUPERVISOR OF SPECIAL EDUCATION Endorsement 46 | PHYSICAL THERAPY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GRACELAND COLLEGE<br>Lamoni, Iowa 50140<br>Department of Education Contact Person:<br>Dr. Robert L. Johnson (515/ 784-5115)<br>Special Education Contact Person:<br>Dr. Robert L. Johnson (515/ 784-5115)<br>Placement Office: 515/ 784-5202 | - | X | - | - | - | - | - | - | - | - | - | - | - |
| IOWA STATE UNIVERSITY<br>Room E-105 Quadrangle<br>Ames, Iowa 50011<br>Department of Education Contact Person:<br>Dr. Harold Dilts (515/ 294-7002)<br>Special Education Contact Person:<br>Dr. Thomas Weible (515/ 294-7010)<br>Placement Office: 515/ 294-7020 | X | X | X | - | - | - | X | - | - | - | X | - | - |
| IOWA WESLEYAN COLLEGE<br>601 North Main Street<br>Mount Pleasant, Iowa 52641<br>Department of Education Contact Person:<br>Dr. Vincent Mahoney (319/ 385-8021)<br>Special Education Contact Person:<br>Dr. Vincent Mahoney (319/ 385-8021)<br>Placement Office: 319/ 385-8021 | - | X | - | - | - | - | - | - | - | - | - | - | - |
| LORAS COLLEGE<br>1450 Alta Vista<br>Dubuque, Iowa 52001<br>Department of Education Contact Person:<br>Dr. Sam H. Shout (319/ 588-7100)<br>Placement Office: 319/ 588-7173 | - | X | - | - | - | - | - | - | - | - | - | - | - |
| LUTHER COLLEGE<br>101 Korsrud Avenue<br>Decorah, Iowa 52101<br>Department of Education Contact Person:<br>Dr. Edgar V. Epperly (319/ 387-1111)<br>Special Education Contact Person:<br>Dr. Shirley Steffens (319/ 387-1140)<br>Placement Office: 319/ 387-1025 | - | X | - | - | - | - | - | - | - | - | - | - | - |

# Special Education Personnel
# Training Institutions, Continued

| | BEHAVIORAL DISORDERS Approval 80 | MENTAL DISABILITIES Approval 81 | LEARNING DISABILITIES Approval 97 | K-12 SPECIAL EDUCATION Endorsement 35 | MULTI-DISABILITIES RESOURCE Approval 106 | PHYSICAL DISABILITIES Approval 84 | PRESCHOOL HANDICAPPED Endorsement 9 | SEVERELY/PROFOUNDLY HANDICAPPED Endorsement 59 | AUDIOLOGIST Endorsement 36 | SPEECH AND LANGUAGE CLINICIAN Endorsement 37 | SCHOOL PSYCHOLOGIST Endorsement 40 | SUPERVISOR OF SPECIAL EDUCATION Endorsement 46 | PHYSICAL THERAPY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MARYCREST COLLEGE<br>1607 West 12th Street<br>Davenport, Iowa 52804<br>Department of Education Contact Person:<br>Sister Michelle Schiffgens, Ph.D. (319/ 326-9241)<br>Placement Office: 319/ 326-9233 | - | - | X | - | - | - | X | - | - | - | - | - | - |
| MORNINGSIDE COLLEGE<br>Sioux City, Iowa 51106<br>Department of Education Contact Person:<br>Dr. Sharon Ocker (712/ 274-5106)<br>Placement Office: 712/ 272-5104 | - | X | X | - | - | - | - | - | - | - | - | - | - |
| NORTHWESTERN COLLEGE<br>101 Seventh Street, S.W.<br>Orange City, Iowa 51041<br>Department of Education Contact Person:<br>Dr. Ron Juffer (712/ 737-4821)<br>Special Education Contact Person:<br>Keith Hoskins (712/ 737-4821)<br>Placement Office: 712/ 737-4821 | - | X | - | - | - | - | - | - | - | - | - | - | - |
| SIMPSON COLLEGE<br>Indianola, Iowa 50125<br>Department of Education Contact Person:<br>Dr. E. G. Booth (515/ 961-1521)<br>Special Education Contact Person:<br>Mary Lose (515/ 961-1521)<br>Placement Office: 515/ 961-1521 | - | X | - | - | - | - | - | - | - | - | - | - | - |
| UNIVERSITY OF DUBUQUE<br>2050 University Avenue<br>Dubuque, Iowa 52001<br>Department of Education Contact Person:<br>Dr. William Wellner (319/ 589-3238)<br>Special Education Contact Person:<br>Dr. Sara Gill (319/ 589-3242)<br>Placement Office: 319/ 589-3170 | - | X | - | - | - | - | - | - | - | - | - | - | - |

## Special Education Personnel Training Institutions, Continued

| | BEHAVIORAL DISORDERS Approval 80 | MENTAL DISABILITIES Approval 81 | LEARNING DISABILITIES Approval 97 | K-12 SPECIAL EDUCATION Endorsement 35 | MULTI-DISABILITIES RESOURCE Approval 106 | PHYSICAL DISABILITIES Approval 84 | PRESCHOOL HANDICAPPED Endorsement 9 | SEVERELY/PROFOUNDLY HANDICAPPED Endorsement 59 | AUDIOLOGIST Endorsement 36 | SPEECH AND LANGUAGE CLINICIAN Endorsement 37 | SCHOOL PSYCHOLOGIST Endorsement 40 | SUPERVISOR OF SPECIAL EDUCATION Endorsement 46 | PHYSICAL THERAPY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNIVERSITY OF IOWA<br>Iowa City, Iowa 52242<br>Department of Education Contact Person:<br>Dr. Jerry Kuhn (319/ 353-7110)<br>Special Education Contact Person:<br>Dr. Kenneth Kavale (319/ 353-8647)<br>Placement Office: 319/ 353-4365 | X | X | X | - | - | X | X | - | X | X | X | X | X |
| UNIVERSITY OF NORTHERN IOWA<br>Cedar Falls, Iowa 50614<br>Department of Education Contact Person:<br>Dr. Marlene I. Strathe (319/ 273-2719)<br>Special Education Contact Person:<br>Dr. Marion Thompson (319/ 273-2569)<br>Placement Office: 319/ 273-2081 | X | X | X | X | - | - | X | X | X | X | X | X | - |
| WARTBURG COLLEGE<br>222 9th Street, N.W., Box 1003<br>Waverly, Iowa 50677<br>Department of Education Contact Person:<br>Ms. Phyllis Schmidt (319/ 352-8406)<br>Placement Office: 319/ 352-8330 | X | X | - | - | - | - | - | - | - | - | - | - | - |

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## Special Education Personnel Training Institutions, Continued *

| | BEHAVIORAL DISORDERS | MENTAL DISABILITIES | LEARNING DISABILITIES | K-12 SPECIAL EDUCATION | MULTI-DISABILITIES RESOURCE | PHYSICAL DISABILITIES | PRESCHOOL HANDICAPPED | SEVERELY/PROFOUNDLY HANDICAPPED | AUDIOLOGIST | SPEECH AND LANGUAGE CLINICIAN | SCHOOL PSYCHOLOGIST | SUPERVISOR OF SPECIAL EDUCATION | PHYSICAL THERAPY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **MISSOURI:** | | | | | | | | | | | | | |
| NORTHEAST MISSOURI STATE UNIVERSITY<br>Division of Education<br>Program in Special Education<br>Kirksville, Missouri 63501<br>(816/ 785-4114) | X | X | X | - | - | - | X | - | - | - | - | - | - |
| NORTHWEST MISSOURI STATE UNIVERSITY<br>College of Education<br>Department of Curriculum & Instruction<br>Program in Special Education<br>Maryville, Missouri 64468<br>(816/ 562-1239) | X | X | X | - | - | - | - | - | - | - | - | - | - |
| **NEBRASKA:** | | | | | | | | | | | | | |
| UNIVERSITY OF NEBRASKA AT OMAHA<br>College of Education<br>Department of Counseling & Special Education<br>Omaha, Nebraska 68182<br>Department Contact:<br>Dr. S. Squires (402/ 554-2201) | X | X | X | - | - | - | - | X | - | - | - | - | - |
| UNIVERSITY OF NEBRASKA - LINCOLN<br>Teachers College<br>Department of Special Education &<br>Communication Disorders<br>Lincoln, Nebraska 68588<br>Department Contact:<br>Dr. Sheldon Stick (402/ 472-2071) | X | X | X | - | - | - | X | - | - | - | - | - | - |
| KEARNEY STATE COLLEGE<br>School of Education<br>Department of Special Education<br>Kearney, Nebraska 68849<br>(308/ 236-8526) | X | - | X | - | - | - | X | - | - | - | - | - | - |

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* This list includes the out-of-state colleges and universities preparing a significant number of individuals who seek Iowa certification in special education. The disability areas marked for each training institution do not imply that these are the only programs available at that particular college/university. It simply signifies the major areas in which applicants have received certification in Iowa. For information on certification of a particular candidate from an out-of-state institution, call Teacher Education and Certification, Department of Public Instruction.

## Special Education Personnel Training Institutions, Continued *

| | BEHAVIORAL DISORDERS | MENTAL DISABILITIES | LEARNING DISABILITIES | K-12 SPECIAL EDUCATION | MULTI-DISABILITIES RESOURCE | PHYSICAL DISABILITIES | PRESCHOOL HANDICAPPED | SEVERELY/PROFOUNDLY HANDICAPPED | AUDIOLOGIST | SPEECH AND LANGUAGE CLINICIAN | SCHOOL PSYCHOLOGIST | SUPERVISOR OF SPECIAL EDUCATION | PHYSICAL THERAPY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **SOUTH DAKOTA:** | | | | | | | | | | | | | |
| AUGUSTANA COLLEGE<br>Department of Education<br>Program in Special Education<br>Sioux Falls, South Dakota 57197<br>Department Contact:<br>Dr. Larry Bendtro (605/ 336-4628) | X | X | X | - | - | X | - | - | - | - | - | - | - |
| UNIVERSITY OF SOUTH DAKOTA<br>School of Education<br>Division of Curriculum & Instruction<br>Program in Special Education<br>Vermillion, South Dakota 57069<br>Department Contact:<br>Dr. Joseph Huber (605/ 677-5207) | X | X | X | - | - | - | - | X | - | - | - | - | - |
| **WISCONSIN:** | | | | | | | | | | | | | |
| UNIVERSITY OF WISCONSIN - EAU CLAIRE<br>School of Education<br>Programs in Special Education<br>Eau Claire, Wisconsin 54701<br>Department Contact:<br>E. Milo Pritchett (715/ 836-5511) | X | X | X | - | - | - | X | X | - | - | - | - | - |
| UNIVERSITY OF WISCONSIN - LA CROSSE<br>College of Education & Graduate Studies<br>Program in Special Education<br>La Crosse, Wisconsin 54601<br>(608/ 785-8067) | X | X | X | - | - | - | X | X | - | - | - | - | - |
| UNIVERSITY OF WISCONSIN - WHITEWATER<br>College of Education<br>Department of Special Education<br>Whitewater, Wisconsin 53190<br>Department Contact:<br>George Mischio (414/ 472-1106) | X | X | X | - | - | - | X | X | - | - | - | - | - |

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* This list includes the out-of-state colleges and universities preparing a significant number of individuals who seek Iowa certification in special education. The disability areas marked for each training institution do not imply that these are the only programs available at that particular college/university. It simply signifies the major areas in which applicants have received certification in Iowa. For information on certification of a particular candidate from an out-of-state institution, call Teacher Education and Certification, Department of Public Instruction.

## Special Education Personnel Training Institutions, Continued *

| | BEHAVIORAL DISORDERS | MENTAL DISABILITIES | LEARNING DISABILITIES | K-12 SPECIAL EDUCATION | MULTI-DISABILITIES RESOURCE | PHYSICAL DISABILITIES | PRESCHOOL HANDICAPPED | SEVERELY/PROFOUNDLY HANDICAPPED | AUDIOLOGIST | SPEECH AND LANGUAGE CLINICIAN | SCHOOL PSYCHOLOGIST | SUPERVISOR OF SPECIAL EDUCATION | PHYSICAL THERAPY |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **COLORADO:** | | | | | | | | | | | | | |
| UNIVERSITY OF NORTHERN COLORADO<br>College of Education<br>Division of Educational Studies<br>Programs in Special Education<br>Greeley, Colorado 80639<br>(303/ 351-2881) | X | X | X | X | - | X | X | X | - | - | - | - | - |
| **ILLINOIS:** | | | | | | | | | | | | | |
| WESTERN ILLINOIS UNIVERSITY<br>College of Education<br>Department of Special Education<br>Macomb, Illinois 61455<br>Department Contact:<br>Dr. William Mosley (309/ 298-1909) | X | X | X | - | - | - | - | - | - | - | - | - | - |
| ILLINOIS STATE UNIVERSITY<br>College of Education<br>Department of Specialized<br>Educational Development<br>Normal, Illinois 61761<br>Department Contact:<br>Ray Eiben (309/ 438-5419) | X | X | X | X | - | X | X | X | - | - | - | - | - |
| **MINNESOTA:** | | | | | | | | | | | | | |
| MANKATO STATE UNIVERSITY<br>College of Education<br>Department of Special Education<br>Mankato, Minnesota 56001<br>Department Contact:<br>Dr. H. Birbeck (507/ 389-11224) | X | X | X | - | - | - | X | X | - | - | - | - | - |
| ST. CLOUD STATE UNIVERSITY<br>College of Education<br>Department of Special Education<br>St. Cloud, Minnesota 56301<br>Department Contact:<br>Stanley Knox (612/ 255-2041) | X | X | X | - | - | - | - | X | - | - | - | - | - |

* This list includes the out-of-state colleges and universities preparing a significant number of individuals who seek Iowa certification in special education. The disability areas marked for each training institution do not imply that these are the only programs available at that particular college/university. It simply signifies the major areas in which applicants have received certification in Iowa. For information on certification of a particular candidate from an out-of-state institution, call Teacher Education and Certification, Department of Public Instruction.